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ABSTRACT

In developing secondary level curriculum materials for the hospitality and recreation occupational cluster the following procedures were followed. An advisory panel was established and utilized to review preliminary plans, the draft materials, and the final curriculum. The hospitality and recreation cluster was analyzed to define its internal nature (i.e., its industries, occupations, and employers) and to develop its subclusters, e.g. travel and lodging. Information on current and projected employment was collected and examined to guide curriculum development decision making and current educational programs, curricula, and strategies were examined to avoid duplication of effort. After student outcomes, major concepts, the nature of student activities, and implementation strategies were decided upon, specific objectives, content outlines, and instructional methodologies were determined and the draft curriculum packages were designed and developed. Materials were then introduced to educators and industry representatives at a national conference to solicit feedback and develop a dissemination base. Based on field tests in three different states, materials were revised before printing and distribution. Appendixes contain field test materials including student tests for the exploration curricula and skill training curricula in four areas: loding, travel, recreation, and sports, entertainment, and cultural services. (JT)

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FINAL REPORT

Curriculum Development in Hospitality and Recreation Occupations Cluster Grades 7-12

Contract # OEC-0-74-9242

September 30, 1976

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U. S. Office of Education
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A. INTRODUCTION

Two years ago, when the project to develop curriculum materials for Hospitality and Recreation occupations began, Contract Research Corporation staff determined that certain preliminary tasks had to be completed before curriculum materials could be designed and developed. These tasks included: the redefinition of the cluster, an analysis of the manpower requirements for occupations within the cluster, and an examination of the present state of curriculum development in the field.

Over the life of the project, it has become clear that, despite a concern that the energy shortage could adversely affect recreation and tourism industries and that characteristics such as limited opportunities for upward mobility or relatively low financial benefits could make occupations within the cluster vulnerable, there is a serious and abiding interest from all quarters for materials which explore the field and prepare students for occupations within it.

This report describes the major procedures followed and the products developed in the course of our development of curriculum materials for Hospitality and Recreation. These include:

1. The establishment and utilization of an advisory panel, the members of which were involved in the review of preliminary plans, the development of draft materials, the conduct of the National Conference, and the review of the final curriculum.

2. The analysis of the Hospitality and Recreation cluster which defined its internal nature, i.e., its industries, occupations and employers; examined and developed its subclusters, or component industries, such as travel and lodging; and described the purposes of the Hospitality and Recreation curricula.

3. The collection and examination of information on current and projected employment to guide curriculum development decision-making.

4. The examination of current educational programs, curricula and strategies to identify materials that did not need to be duplicated, and those that had potential for utilization in the current project and to define the areas that required new materials. Existing programs were also analyzed for their coverage of specific occupations.

5. A determination of the bases for curriculum decisions and the goals of the curricula. To insure that the fundamental issues were addressed and to delineate the underlying rationale for the curriculum, student outcomes, major concepts, the nature of student activities, and implementation strategies were decided first. Then, specific objectives in sequence, content outlines, and instructional methodologies were determined; and, finally, draft curriculum packages were designed and developed.

6. The conduct of a National Conference on Career Development in Hospitality and Recreation Occupations to introduce educators and industry representatives to the curricula, to solicit feedback on the curricula, and to develop a dissemination base for the materials.

7. The design and conduct of a field test of curriculum materials to enable project staff to determine the usefulness of materials and their reception by teachers and students.

8. The revision of curriculum materials based on field test results, consultant recommendations, OE review, and project staff analysis.

9. A printing and distribution strategy that would ensure receipt of the materials by those persons who would be most likely to benefit from them.

B. PREREQUISITES TO CURRICULUM DESIGN

1. Formation of an Advisory Committee

It was agreed from the beginning of the project that a rigorous examination of the Hospitality and Recreation cluster and of existing curricula and its future regarding employment opportunities, an evaluation of the applicability of existing curricula to secondary level study, and the determination of bases for new curriculum development necessitated the involvement of knowledgeable educators and employers as advisors to the project. Four advisory committee members were selected, including:

- Charles Hamburg, Chairman of the Hotel and Restaurant Department of Bunker Hill Junior College in Charlestown, Mass.;
- Ron Gray, an experienced travel agent for the largest travel agency in the world, Thomas Cook and Sons in New York City;
- William Giezentanner, a teacher of Recreational Planning at the Harvard University Graduate School of Design; and
- Joseph Curtis, of New Rochelle, New York, a consultant on municipal recreation and parks with twenty years of experience in the recreation field.

The respective work experiences and educational backgrounds of the advisors provided a perspective to the work which aided the project staff immeasurably.

During the course of the project, advisory committee members contributed to the definition of the cluster, its employers and occupations, the identification of resources for the state-of-the-art effort, the design of the bases for curriculum decisions and the draft curriculum

materials themselves, the design and conduct of the National Conference on Career Development in Hospitality and Recreation Occupations, and the review of the final materials as they were revised after the field test.

2. Redefinition of the Cluster

While the Office of Education and independent researchers had devoted considerable effort to developing clusters which would encompass the range of occupations found in the present and future worlds of work, less attention had been given to the purposes of a cluster and the various criteria that one might use for defining a cluster.

Prior to analyzing the internal nature of the cluster and establishing criteria for defining its component parts or subclusters, CRC staff defined the purposes of the cluster in order to decide which industries, occupations and employers should be included. The criteria were designed to take into account the different purposes and intended audiences of the two curricula under development in the project.

For the exploration curriculum, it was determined that the cluster should

- present a variety of jobs related to one another in terms of their interest to students as future workers;
- allow students to explore many occupations at the same time, thus permitting substantial economies in curriculum development and in classroom presentation; and
- present occupations in terms of vertical and lateral movement among occupations within the cluster, thereby permitting students to examine careers as well as specific occupations.

Although the cluster concept has reduced application for occupational preparation curricula, since the student is concentrating on a specific set of skills to achieve specific career objectives, the criteria for the cluster must include:

- a framework permitting the development of curricula which take advantage of related skills required for related jobs;
- a scope for a curriculum which prepares students in a set of specialized skills; and
- a flexibility which allows students to obtain skills for many occupations, permits economies in curriculum development and classroom presentation, and increases the marketability of the skills for the student.

In examining the Hospitality and Recreation cluster, we were confronted with inconsistencies in the internal nature of the cluster; some subclusters (or cluster component industries) were defined by the nature of the

employment location, such as lodging facilities, whereas others were defined by the function of the occupations, such as travel services. We therefore established criteria for subclusters to resolve this inconsistency. These criteria were:

- a subcluster must contain industries, employers and occupations having substantial functions in common;
- a subcluster must contain occupations representing different skill levels;
- a subcluster must contain occupations which require related skills, thereby permitting both lateral and upward career movement within the subcluster;
- employers in the subcluster must conduct more than one Hospitality and Recreation activity;
- a subcluster must project stable or increasing employment demands.

Using these criteria, it was determined that the following subclusters were appropriate for inclusion in the Hospitality and Recreation cluster:

Lodging
Food and Beverage Services
Sports
Recreation

Entertainment Services
Travel Services and Tourism
Cultural Services

3. Employment Projections in the Hospitality and Recreation Cluster

Having determined the subclusters, an employment projection analysis was conducted

- to determine emphases of the curriculum based on stable and growth occupational areas -- to guide us in the selection of occupational examples in the exploration modules and in the selection of occupational development modules which represent the greatest employment potential;
- to assist local curriculum planners in tailoring the curriculum modules most appropriate to Hospitality and Recreation career opportunities in their regions;
- to present labor market information (and sources of such information) to students so that they can make informed career choices; and

- to provide information to teachers as background on the nature and scope of occupations in the cluster.

Statistical information from a variety of sources was analyzed in order to document recent growth rates, projected employment rates, the number of businesses involved in the cluster, salary information, and external factors which may have influenced past growth and might influence future growth.

As a result of the employment projection research, the following characteristics of the cluster emerged:

- Hospitality and Recreation is a cluster with rapid employment growth forecasted. Employment growth in some occupations and industries is expected to exceed 50%.

- Three major industrial classifications account for the major portion of Hospitality and Recreation employment: eating and drinking places, hotels and lodging places, and entertainment and recreation facilities.

- Hospitality and Recreation includes a large number of entry level positions which do not require extensive training or postsecondary training. Therefore it is possible for students to attain the skills necessary for employment in many Hospitality and Recreation occupations prior to high school graduation.

- Hospitality and Recreation includes several paraprofessional positions with rapid employment growth forecasted.

Through the cluster redefinition and employment projections analyses, we were able to achieve a number of interim objectives. We confirmed the originally proposed definition for Hospitality and Recreation.* We identified the industries, employers and occupations to be included in the cluster. We organized these industries, employers and occupations into seven subclusters: Entertainment Services; Sports; Recreation; Travel Services and Tourism; Cultural Services; Food and Beverage Services; and Lodging. We identified potential career ladders and lattices and determined the historical and projected growth of these industries, employers and occupations.

4. State of the Art of Curriculum Development

Current educational materials and practices directed toward the development of careers in the hospitality and recreation field were examined in order to identify programs, curricula and strategies which were effective and did not call for duplication and to identify those with potential for utilization in this project. A decision was made to

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* The definition of Hospitality and Recreation proposed by Contract Research Corporation was:

Hospitality and Recreation occupations are those which provide services to others away from their homes, so that they can more fully enjoy their non-working time.

focus this literature review, or examination of the state-of-the-art, on the occupational preparation aspects of curriculum development. Since the intent in occupational preparation is to enable students to acquire skills specific to a particular occupation or group of related occupations, duplication of materials was clearly unnecessary where satisfactory curriculum modules exist for a particular industry. On the other hand, the entire range of occupations could be included in an exploration curriculum since its purpose is to expose students to all the industries, employers and occupations in the cluster. Therefore, the literature review task could be accomplished satisfactorily by determining whether, in fact, any career exploration materials for this cluster existed at all.

The findings of the literature analysis effort were the following:

1. No current comprehensive educational program existed in the field of Hospitality and Recreation. In most cases, existing programs entitled "Hospitality" or "Hospitality and Tourism" address only those skills involved in food service careers.

2. There was a general lack of career planning concepts in current skill training program offerings of all types.

3. Strategies and materials in programs in non-public education institutions, such as museums and aquariums, were applicable to curriculum development for secondary-level students.

4. Current implementation strategies, such as moving students into a work setting or establishing student-operated catering services, were applicable to curriculum development.

5. There had been few task analyses performed or disseminated for Hospitality and Recreation occupations.

6. There was a scarcity of curricula to prepare students for careers in Hospitality and Recreation, with the notable exception of the food and beverage service area. Some occupational areas had inappropriate curricula and others no curricula at all.

7. A greater emphasis on career development was necessary in virtually all existing curricula in the field. While generic material existed on employability skills and career development, none had as its focus the hospitality and recreation cluster.

In addition, we found that no curricula existed for entertainment services, cultural services or sports, that travel/tourism and recreation curricula existed mainly on the postsecondary level, and that hotel and lodging curricula and programs at the secondary level were limited in number and in scope. We often found that while educational material for specific occupations was sometimes contained in other programs, such as Distributive Education, the programs lacked career preparation materials for Hospitality and Recreation.

The curricula which were examined tended to focus on the development of specialized skills for occupational performance or on more general employability skills (with attention to career development), but rarely on both. Few of the curricula included complete teachers' guides to accompany the student materials.

As a result of this review, a decision was made to omit food and beverage service occupations from consideration for further curriculum development and to proceed with curriculum development in all other sub-clusters.

5. Development of Bases for Curriculum Development

Determining the bases for curriculum decisions represents the most critical task of any curriculum development effort, from which all subsequent tasks and activities are generated. That is, prior to identifying specific student objectives, the curriculum developers must determine the overall goals of the curricula; before a sequence of concepts can be identified, the scope of the curriculum must be determined; and before the scope of the curriculum can be determined, the skills and preparation of teachers who could potentially teach the curriculum must be examined.

The factors which indicated a need for curricula in Hospitality and Recreation--i.e., the wide variety of career options and the lack of current program offerings--made determining the bases for curriculum decisions a formidable task. Employment projection analysis indicated that only a few areas which appeared to have declining opportunities could be eliminated. The state of the art review concluded that there were few educational offerings for exploration and occupational preparation in the field. The project staff therefore had to address the entire range of variety and diversity found in the cluster itself.

We established three fundamental principles to guide us in this task:

1. Since career education should broaden the students' horizons, curriculum materials should provide opportunities to explore the entire range of possibilities, including the unique qualities of the field, the variety of employers involved in the field, and the potential for upward and lateral mobility.

2. Since career planning is a continuous process, there should not be a sharp distinction between exploration and preparation phases. Students should continue to explore as part of the preparation experience.

3. To broaden the student's horizons, both in exploration and in preparation, the materials should emphasize the environments in which these occupations and their related skills are performed.

The exploration materials were based on the premises that, on completion of the program, the student should be able to decide whether he or she is interested in pursuing a career in Hospitality and Recreation and that the program must enable the student to obtain the skills necessary to identify and assess the elements of making such a choice and must be able to identify and obtain the necessary occupational information to make the choice intelligently. The concepts on which career decision-making skills are based were:

- the importance of career planning
- the importance of education and training
- the role of work in satisfying physical and psychological needs
- the role of economic concepts and the effect of the economy on individual career decision-making
- the effective use of occupational resources
- the role of self-evaluation in career decision-making

For career exploration, the emphasis would be on learning these concepts; but students would be asked to apply them to specific Hospitality and Recreation occupations and careers so that occupational information in a particular field could be obtained.

The educational principles on which career exploration curriculum design was to be based included: extensive student involvement in the working community; provision of access to, and the exploration of, information about educational opportunities and resources in specific occupations; the encouragement of fantasy as a way of assessing and exploring the student's identity; development of an environment in which students would perform adult-like roles; and the requirement of students to make preliminary career decision.

It was further decided that the most effective implementation strategy for the exploration materials was to design the curriculum for infusion into existing junior high school curricula.

The goal of the occupational preparation materials was twofold: a) students should be able to obtain gainful employment in at least three occupations within a Hospitality and Recreation environment, and b) students should be able to evaluate work experience and to identify additional training for mobility within the same environment. The principles on which the occupational preparation curriculum were based included:

- The curriculum materials must be environmentally-based: that is, instead of organizing the materials by occupations, which would be too narrow, or by skills, which would not address the broader context, the materials should be designed around the

environments in which the occupations and skills are performed (e.g., a lodging facility).

- Within each environment, the student must obtain skills related to more than one occupation.

- Within each environment, the student must continue to explore the other possibilities within that environment.

The project staff was confronted with the necessity of making a decision regarding the number of environments or occupational areas that could reasonably be developed within the scope of the project. Contract Research Corporation could choose to develop materials for all the environments in the field which would necessarily mean limiting the detail that could be provided for each or it could select fewer environments and devote its resources to developing more detailed information for each. The criteria used to make this decision were: a) that selected environments must have at least three entry-level occupations for which students could obtain gainful employment (factors to be considered included employment projections and barriers to employment) and b) that a need for skill training in the selected occupations existed on the secondary level.

Based on these criteria, it was decided that occupational preparation curriculum modules would be developed for each of the lodging, recreation and travel services environments; that sports, entertainment services and cultural services would be combined into one curriculum module because, for the most part, none of these occupational areas standing alone offered significant opportunities for employment for high school graduates; and that a curriculum would not be developed for food and beverage services since material was already available.

We then decided that the development strategy for the occupational preparation curriculum should be to design materials for each environment as a separate module, (except where they were combined for sports, entertainment and cultural services) because a) skill development requires a cohesive, concentrated sequence of learning experiences; b) the preparation of discrete components would enable local school districts to select those which are most appropriate for their areas; and successful cooperative work experience is best achieved when an individual teacher coordinates the instructional program.

6. Drafting the Curriculum Materials

Material for the exploration curriculum was organized in two phases, the first focussing on career education concepts and the second utilizing these concepts to further explore the field of Hospitality and Recreation.

The expected student outcomes for the first phase were:

- Students will demonstrate basic career decision-making skills.

- Students will be able to determine if they are interested in further exploration of the field of Hospitality and Recreation.

In order to achieve these outcomes, activities were designed in which students could experiment with the various definitions of "career," examine the components of career planning, and become familiar with typical activities involved in Hospitality and Recreation occupations.

The second phase was determined similarly. Expected student outcomes were:

- Students will be able to develop a career plan.
- Students will be able to determine if they are interested in pursuing further training for a career in Hospitality and Recreation.

In order to achieve these outcomes, students could examine in depth the employers, occupations and activities involved in Hospitality and Recreation; experiment with their own interests, abilities and values; and assess their own interests, abilities and values in terms of the activities involved in Hospitality and Recreation.

Student outcomes for each of the four occupational preparation components were determined to be:

- Students will be able to gain gainful employment in at least three occupations within skill environments of Hospitality and Recreation.
- Students will be able to evaluate work experience and identify additional training and education needed to obtain skills for mobility within environments.

To obtain these outcomes, activities were developed in which students could examine the nature of these environments, their typical working conditions, and activities; obtain skills specific to more than one occupation within the environment; participate in a work experience in the environment; assess their own interests and ability in terms of the activities and skills involved in the environments; and examine career opportunities beyond high school and the requirements for these careers.

Each of the four components was divided into three major units of content: information about the general characteristics of the industry, skills specific to occupations, and information about career opportunities. Content outlines were developed along these lines for each of the four components.

Following these efforts in both the exploration and the occupational preparation curricula, detailed materials were developed for students and teachers.

7. The National Conference

The National Conference on Career Development in Hospitality and Recreation Occupations was held on August 4 and 5, 1975 at Dunfey's Hyannis Resort and Convention Center on Cape Cod, Massachusetts. Over 85 persons attended, representing trade associations, State Career Education Directors, State Vocational Education Directors, educational associations, State Distributive Education Supervisors, State Physical Education Supervisors, publishers of career education periodicals, and field-test teachers.

The purposes of the conference were:

- to introduce educators and practitioners in the field to the two sets of curricula developed;
- to solicit feedback on the curricula; and
- to develop a broad dissemination base for the completed materials.

To these ends, the overall style and strategy of the conference was to have the participants act as "students" during most of the sessions as they performed a selection of the classroom exercises in the draft curricula and then to act as evaluators as they analyzed the exercises. The sessions were arranged to parallel a schematic representation of the career planning process, beginning with general information about the nature of the field, proceeding through more detailed examinations of specific businesses and jobs in the field (with particular concentration on self-assessment), and then going on to identifying and obtaining skills specific to employment. The sessions employed different techniques, ranging from role plays, to paper and pencil exercises, to planning and problem solving activities.

The reaction of the participants in general was extremely positive. Comments and suggestions for revision were solicited, received and compiled, and they were incorporated into the materials prior to the field test phase of the project. A detailed conference report was sent to each participant; it contained a summary of suggested revisions, the table of contents for each curriculum, a list of resources and references for each curriculum, and a list of participants.

8. The Field Test

Based upon the overall design of the Hospitality and Recreation curricula, the purpose of the field testing phase of these materials was to test the following hypotheses:

- The curriculum materials are usable by teachers in a classroom setting.
- For the Exploration Package only: Students are able to determine whether or not they wish to pursue occupational preparation in the field of Hospitality and Recreation.

- For the Occupational Preparation Package only: Students can demonstrate skills necessary for employment after studying the curriculum.

These hypotheses were believed to be consonant with the needs and concerns of the larger audience of ultimate users of the printed materials, i.e., junior and senior high school teachers. Potential users are interested in knowing whether the materials that they are considering for adoption in their own classes have been previously tested in actual classroom settings and whether these materials were usable by teachers and effective in achieving student learning outcomes.

The scope of this project limited the opportunity to test the curriculum packages in more than an exploratory manner, but the field test afforded the project staff with the opportunity to obtain suggestions for revisions from teachers who had actually used the materials and to make informed statements about the effectiveness and usability of the materials.

Field-Test Participants

The contract between Contract Research Corporation and the U. S. Office of Education specified three sites for field testing of the materials. The three locations identified were: Boston, Massachusetts area schools; Birmingham, Alabama; and Jefferson County, Colorado. There are many factors to consider in selecting schools for a field test, the primary outcome of which is the collection of formative data for curriculum revision. These selection criteria are even more important than demographic characteristics of the schools. They include the willingness of teachers to collect the necessary data, the interest of the school administration in participating, the willingness of teachers to teach subject material not previously taught, and the availability of students to undertake the curriculum. The Schools selected, which are listed below, met these criteria and offered a variety of strategies and modes for the teaching of the materials and in student selection.

SITE	TREATMENT	
	EXPLORATION	SKILL PREPARATION
Belmont Junior High School Lakewood, Colorado	Experimental class taught by Language Arts teacher; control class	
Jefferson High School Edgewater, Colorado		Lodging and Travel taught by Distributive Education teacher.
Wheat Ridge High School Wheat Ridge, Colorado		Recreation and Sports, Entertainment and Cultural Services taught by English teacher.

Parker High School Birmingham, Alabama		Lodging and Travel taught by Distributive Education teacher
West Junior High School Brockton, Massachusetts	Experimental class taught by team of teachers; control class	
Marshall Simons Middle School Burlington, Massachusetts	Experimental class taught by team of teachers; control class	
Rockland High School Rockland, Massachusetts		Recreation and Sports, Entertainment and Cultural Services taught by a Distributive Education teacher Lodging and Travel taught by a Distributive Education teacher.

It should be noted that the field-test design differed for the Exploration and Occupational Preparation curricula with respect to control groups. Control groups were used for the field test of Exploration, but not for Occupational Preparation. While control groups could provide some comparable data regarding learning achievement at the junior high school level; at the occupational preparation level, several factors made control groups less necessary and less feasible. First, there was little basis for drawing a control group since the specialized modules do not have a conventional analogue. Secondly, due to the specialized skill-oriented nature of the materials, it was improbable that students would achieve its objectives elsewhere. The participating schools were selected on the basis of varying income levels, geographical locations, and population concentrations in order to provide a range of settings for the curriculum field test. The chart below portrays the income levels and population concentrations of the sites involved.

Demographic Characteristics of Selected Sites

Brockton, Mass.	Low Income	Urban
Burlington, Mass.	Middle Income	Suburban
Jefferson County, Colorado	Upper Middle Income	Suburban
Birmingham, Alabama	Low Income	Urban
Rockland, Massachusetts	Lower Middle Income	Rural

The chart below details the instructional strategy and the manner in which students were selected.

School	INSTRUCTIONAL STRATEGY	STUDENT SELECTION
	EXPLORATION PACKAGE	
Brockton, Mass.	Interdisciplinary team of 4 teachers Package offered as part of existing curricula	Students had previously selected existing course
Burlington, Mass.	Team of 2 teachers Package offered as part of existing curricula	Students had previously selected existing course
Lakewood, Colorado	1 English teacher Package offered as part of existing curricula	Students had previously selected existing course
	OCCUPATIONAL PREPARATION: LODGING AND TRAVEL COMPONENTS	
Rockland, Mass.	1 Distributive Education teacher Offered as part of existing course	Students had previously selected existing course
Birmingham, Ala.	1 Distributive Education teacher Specialized course	Student elective
Edgewater, Colorado	1 Distributive Education teacher Specialized course	Student elective
	OCCUPATIONAL PREPARATION: RECREATION AND SPORTS, ENTERTAINMENT, AND CULTURAL SERVICES COMPONENTS	
Rockland, Mass.	1 Distributive Education teacher Offered as part of existing course	Students had previously selected existing course
Wheat Ridge, Colorado	1 English teacher Offered as part of existing course	Students had previously selected existing course

Teacher Preparation

Field-test teachers participated in the National Conference in August, 1975, during which they became acquainted with the curricula objectives, the style of instruction, and the various learning activities. The teachers remained for a day after the conference, at which time they attended a workshop in which they developed their own implementation plans and became familiar with the remainder of the curricula. The project staff assisted teachers in adapting the materials to their own situations, clarified points about the curriculum and planned follow-up activities, including site visits.

Further assistance was provided to teachers before classes began in the fall term through mail, telephone calls, and personal visits.

Implementation of the Field Test

Final draft curriculum materials and accompanying data collection instruments were delivered to field test sites by the beginning of the fall term in September, 1975. The field test was designed so that each class could complete its assigned curriculum during the fall term.

Project staff worked with field test teachers in devising implementation plans (see Exhibit 1 in the Appendix) based on the needs and schedules for each class as a preliminary organizational tool, which were generally followed throughout the testing period. To insure that the curricula were implemented as planned and to provide information regarding student achievement as it related to the extent and quality of curriculum implementation, teachers were asked to maintain daily classroom logs (see Exhibit 2, Appendix) which described the materials used, strategies used, student responses, and teacher recommendations. These logs were completed each day that the materials were used, collected by project staff on their monthly site visits, and analyzed during the final curricula revision process.

Periodic visits, at least one each month, were made by project staff members to each field test site to observe classroom activities and to discuss progress and problems with the field test teachers. Project staff were particularly interested in assessing general student reaction to the materials, assessing general teacher reaction, determining the use of outside resource people and field trips to supplement in-class activities and to provide experience in the working world for students, discussing modifications of the implementation plan, and collecting classroom logs and class achievement data.

At the end of the fall term, lengthy site visits were made which were intended to obtain teacher reactions to the curriculum materials as a whole and to solicit recommendations for revisions. Areas of particular interest to the staff are listed in the Guide for Final Hospitality and Recreation Field Test Site Visits (Exhibit 3, Appendix).

Instruments and Data Collection

The field test design addressed the hypotheses stated at the beginning of this Field Test section by obtaining data on student learning through pre- and post-testing, student demographic and work experience data, teachers' comments and experiences through classroom logs, and project staff observations.

a. Pre- and Post-Tests

Although a number of published testing instruments were examined for applicability to this field test, none was suitable because of inappropriate content or excessive administrative requirements. The project staff developed testing instruments for the Exploration package and for each of the four Occupational Preparation components. These testing instruments, which appear in the appendix (Exhibits 4-8), were administered as both the pre- and post-test.

It is important to note that students were administered the testing instruments for only the materials they studied. Therefore, the three field test classes (and the control group classes) studying the Exploration package were administered the Exploration Testing Instrument (Exhibit 4) as a pre- and post-test; the classes studying the Lodging and Travel components were given the Lodging Testing Instrument (Exhibit 5) as a pre- and post-test of the Lodging component and the Travel Testing Instrument (Exhibit 6) as a pre- and post-test of the Travel component; and so forth.

The testing instruments were administered and scored by the teachers. The scoring summary sheets (see Exhibit 9) were collected by project staff and analyzed before the final revisions of the materials.

The results of these analyses were essentially inconclusive as shown in Exhibits 10 and 11. However, it is interesting to note that in the two Exploration sites showing the least amount of learning growth, i.e., Burlington and Brockton, problems were encountered in implementation in the early stages. These problems included conflicting scheduling of classes, lack of student motivation because of the fact that no grades were being given, the newness for some teachers in participating in a team-teaching project and the coordination problems inherent in team-teaching settings, student anxiety in being selected for a special course while their classmates were continuing with traditional curriculum offerings. These factors may account for the inconclusive achievement outcomes in these groups.

b. Demographic Data

The participating teachers were also provided with a demographic data form (Exhibit 12) on which to record information on the age, sex, reading level, and prior academic average of the students. The informa-

tion was obtained from school records and transmitted to the contractor with students identified by code numbers only.

It was hoped that this information would be analyzed and reported to potential users of the curriculum packages, who are considering adoption of the materials for their own classes, so that they would have some indication of the characteristics of students with whom the materials had been tested. Time limitations prevented the contract staff from proceeding with this analysis although the summary data is still available.

c. Work Experience Information

Information on students' prior work experience was sought (see Exhibit 13). The information included the number and job titles of previous student employment and the occupations of the parents of the students. This information was intended to be used in analyzing differences in student performance on pre and post-tests since students may already have had knowledge of the field from experiential sources (e.g., previous jobs, family work history). Again, the raw data has not been analyzed nor correlations made with test records because of time limitations.

Summary

As each participating school completed its field test, a final site visit was made and the entire curriculum was discussed in depth with field test teachers. Each activity was reviewed for revision suggestions; teachers' materials were discussed for usefulness and completeness; and variety of implementation strategies were explored (particularly in light of the temporary difficulties two of the field test sites had experienced in implementation). The overall reaction of the teachers was extremely positive, and their cooperation provided us with a great deal of guidance for the revision phase of the project.

9. Revision of the Curricula

Following the completion of the field test, a revision plan was developed for each curriculum which took into account staff observations during site visits and the detailed suggestions of field test teachers. Although in most cases the revisions constituted relatively minor changes from the draft curriculum material prepared prior to the field test, several activities were restructured, editorial changes were made, instructions for students and teachers were clarified, and all materials were reviewed for sex and ethnic group balance. Revised materials were then reviewed by the Project Advisory Committee, and their recommendations for improvement were incorporated. Following the recommendations of the Project Monitor concerning revisions in the introductory sections of both curricula, the glossary section, and the resources and references section, as well as more substantive suggestions for revision, final curricula were prepared for typesetting and printing.

10. Printing of the Curricula

Typesetting of the Exploration curriculum was begun in the late spring of 1976, and that of the Occupational Preparation curriculum in early summer. The typesetting and editing process proved to be a time-consuming process, but both curricula were submitted for printing by the Government Printing Office as planned.

The distribution plan for these curricula was determined in conjunction with USOE as follows:

State Supervisory of Distribution Education: 4 copies of each curriculum

State Curriculum Liaison Personnel in:

- large states — 55 copies of each curriculum
- middle-sized states — 35 copies of each curriculum
- smaller states — 17 copies of each curriculum

The ten OE Regional Offices — 2 copies of each curriculum

Conference Participants — 1 copy of each curriculum

Field Test Personnel — 1 copy of each curriculum

Project Advisory Committee — 1 copy of each curriculum

Office of Education — 25 copies of each curriculum

Copies were shipped in accordance with the above plan during August and September. Although additional requests for more copies continue to be received to date, the distribution plan exhausted the supply. Thus, any additional printing and distribution must rely on another printing which we strongly recommend that OE consider.

APPENDIX A

Exhibit 1 - Implementation Plan..... A-1

Exhibit 2 - Classroom Log..... A-2

Exhibit 3 - Guide for Final Hospitality and Recreation Field Test Site Visits..... A-3

Exhibit 4 - Test for Exploration Curricula..... A-7

Exhibit 5 - Test for Skill-Training Curricula Lodging..... A-14

Exhibit 6 - Test for Skill-Training Curricula Travel..... A-21

Exhibit 7 - Test for Skill-Training Curricula Recreation..... A-35

Exhibit 8 - Test for Skill-Training Curricula S.E.C.S..... A-41

Exhibit 9 - Skill-Training Pre-Test Score Summary Sheet..... A-48

Exhibit 10- Compilation of Test Scores..... A-49

Exhibit 11- Compilation of Test Scores..... A-50

Exhibit 12- H&R Field Test Demographic Data..... A-51

Exhibit 13- Work Experience Information..... A-52

TEACHER _____

SCHOOL _____

GRADE _____

MODULES _____

IMPLEMENTATION PLAN

DATE	CLASSROOM ACTIVITY	T-PG.	S-PG.	PREPARATION

A-1

EXHIBIT 1

EXHIBIT 2

CLASSROOM LOG

Please complete one of these forms for each day the materials are utilized.

DATE_____ DAY_____ TEACHER_____ CLASS_____

CONCEPTS:_____

_____

_____

CURRICULUM MODULE: Unit_____ Activity Title_____

Teacher P.P._____

Note: Was this an introductory session to an activity to define terms, etc.?

Yes No (Please Circle One)

METHOD OF TEACHING: (Discussion, role-play from curriculum, etc.)

Note: If additional materials were used, please explain.

_____

_____

_____

Note: Indicate if field visit and type (fill in Yes or No)

During School _____ After School_____

With Teacher _____ With Other Adult_____

Students Only _____

Number of Students Per Group: _____

COMMENTS ON STUDENT RESPONSES:_____

_____

_____

_____

RECOMMENDATIONS ON MATERIALS: (e.g. clarity of instructions to teacher, etc.)

_____

_____

SPECIAL NOTE: Indicate (a) differences in teaching method used as compared to curriculum Materials: _____

(b) recommendations on alternative presentations:_____

_____

Date of Visits _____

GUIDE FOR FINAL HOSPITALITY AND RECREATION FIELD TEST SITE VISITS

Site	ROCKLAND		BROCKTON	BURLINGTON	JEFFERSON COUNTY			BIRMINGH
Teacher	Bob	Bill			Connie	Brent	Joan	Cora
1. Observe Class and Prepare Summary								
2. Determine General Teacher Reaction								
3. Review Each Exercise with Teacher and Obtain: • Suggestions for Revisions • Recommendations for Time Allocations								
4. Obtain Recommendations for Additional Materials								
5. Obtain Information on Student Career Plans								
6. Determine Which Activities Were Eliminated and Why								

A-3

EXHIBIT 3

Date of Visits _____

GUIDE FOR FINAL HOSPITALITY AND RECREATION FIELD TEST SITE VISITS

Site	ROCKLAND		BROCKTON	BURLINGTON	JEFFERSON COUNTY			BIRMINGH
Teacher	Bob	Bill			Connie	Brent	Joan	Cora
7. Discuss Any Problems with Reading Level and Method of Dealing with Them								
8. Determine Plans for Further Utilization of Materials								
9. Determine Use of Guest Speakers and Effective Audiovisual Aids								
10. Determine Extent of Community Exploration								
11. Obtain Copies of Tests or Quizzes Used Which Were Not Included in Curriculum								
12. Obtain Recommendations for Format of Published Materials								

A-4

Date of Visits _____

GUIDE FOR FINAL HOSPITALITY AND RECREATION FIELD TEST SITE VISITS

Site	ROCKLAND		BROCKTON	BURLINGTON	JEFFERSON COUNTY			BIRMING
Teacher	Bob	Bill			Connie	Brent	Joan	Cora
13. Collect the Following Data:								
• Pre-tests and Pre-test Summary Sheets for Field Test and Control Groups								
• Post-tests and Post-test Summary Sheets for Field Test and Control Groups								
• Demographic Data Forms								
• Work Experience in Formation Forms								
• Class Summary Sheet								
• Other Materials Developed by Teachers								
• Publicity Releases Used								

A-5

GUIDE FOR FINAL HOSPITALITY AND RECREATION FIELD TEST SITE VISITS

Site	ROCKLAND		BROCKTON	BURLINGTON	JEFFERSON COUNTY			BIRMINGHAM
Teacher	Bob	Bill			Connie	Brent	Joan	Cora
14. Conduct Open-Ended Discussion On: • Most/Least Effective Unit • How Teacher Would Approach Delivery of the Materials Differently Next Time • Suggestions to Other Teachers Who Would Use Materials								
15. Determine Whether Additional Training Would Have Been Helpful and Specify Content of Training								

A-6

EXHIBIT 4

TEST FOR EXPLORATION CURRICULA

Instructions:

The purpose of this test is to help your teacher to determine what you know about career planning, and occupations involved in Hospitality and Recreation. The results of the test will NOT affect your grade in the class.

The test consists of multiple choice, and true and false questions. You are to read each answer, select the answer you think is MOST APPROPRIATE, and record the corresponding number on your answer sheet.

EXAMPLE:

Hospitality and Recreation business include all of the following EXCEPT:

1. Food and beverage services
2. Hotels
3. Museums
4. Supermarkets

Since "4" is the correct answer, you would darken that number on your answer sheet.

EXPLORATION

1-10 Directions: Mark your answer on the answer sheet. If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

1. A person cannot have a job such as waiter and have a career.

   1. True
   2. False

2. Each individual has his/her definition about what constitutes a career.

   1. True
   2. False

3. In career planning, it is more important to learn about the details of the job than to identify one's own interests.

   1. True
   2. False

4. If one analyzes his/her interests, abilities, and values at the end of high school, he/she should NOT have to go through the process again in adulthood.

   1. True
   2. False

5. In order to plan for a career, one must analyze/examine every occupation in the world of work.

   1. True
   2. False

6. One can have a job and not have a career.

   1. True
   2. False

7. To be successful in achieving a career objective, one must obtain at least a college degree.

   1. True
   2. False

8. Jobs with the same job titles may differ in nature and responsibilities among different employers.

   1. True
   2. False

9. OCCUPATIONAL ANALYSIS is analyzing an occupation to arrive at a list of skills and aptitudes.

1. True
2. False

10. If one does not have <u>all</u> skills needed for a career, as part of the career planning process, one should DISCONTINUE pursuing the career.

1. True
2. False

11-15 <u>Directions</u>: For each of the questions below, you are to identify the job which provides the best experience for the other job. <u>For example</u>,

PRINCIPAL OF HIGH SCHOOL

1. Actor
2. Teacher
3. Journalist
4. Postman

In the above example, the correct answer is #2, "Teacher".

11. MANAGER OF HOTEL

1. Maid
2. Conference Coordinator
3. Bellcaptain
4. Reservations Clerk

12. COACH

1. Athlete
2. Manager, Arena
3. Scout
4. Umpire

13. MANAGER, CATERING SERVICES

1. Server (waiter/waitress)
2. Wine Steward
3. Bartender
4. Cook

14. CURATOR

1. Restorer
2. Tour Guide
3. Attendant
4. Animal Handler

15. CAMP COUNSELOR

1. Camper
2. Recreation Aide
3. Athlete
4. Recreation Therapist

16-22 Directions: The following questions are about the field of Hospitality and Recreation. For each question, choose the answer you think is best.

16. Which of the following is the best definition for the field of HOSPITALITY AND RECREATION:

1. to help people more fully enjoy their time away from home
2. to help people more fully enjoy their time at home
3. to help people more fully enjoy entertaining at home
4. to help people more fully enjoy sports events away from home

17. Which of the following statements is characterstic of the field of HOSPITALITY AND RECREATION:

1. the businesses and occupations are part of the government
2. the businesses and occupations have no relationship to one another
3. the businesses and occupations are highly dependent upon one another
4. the businesses and occupations are privately owned

18. Which of the following is a major industry in the field of HOSPITALITY AND RECREATION:

1. Retail Stores
2. Televsion and Radio Studios
3. Hotels and Motels
4. Advertising Agencies

19. Which of the following occupations are part of the field of HOSPITALITY AND RECREATION:

1. Actor
2. Newscastor
3. Tour Guide
4. Sales Representative, Sporting Equipment

20. Which of the following businesses would be found in RECREATION:

1. Trailer Parks
2. Tennis Equipment Store
3. Record Store
4. Restaurant

21. Which of the following occupations would be found in ENTERTAINMENT SERVICES businesses:

1. Chef
2. Bus Hostess
3. Wardrobe Assistant
4. Dance Instructor

22. Which of the following occupations would be found in TRAVEL SERVICES businesses:

1. Front Office Clerk
2. Ski Instructor
3. Ride Operator
4. Flight Attendant

23-25 Directions: In the following questions, descriptions of occupations are given. Choose the answer which you think describes the occupation best.

23. TRAVEL AGENT

1. teaches persons to be pilots
2. examines hotels
3. helps people arrange vacations
4. conducts tours of cities

24. CONVENTION MANAGER

1. arranges tables for convention
2. prepares food for convention
3. selects hotels for convention
4. arranges plan for convention

25. PLAYGROUND LEADER

1. supervises activities
2. designs playground
3. plays activities
4. maintains equipment

26-30 Directions: If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

26. The average American has more time for leisure activities today than he did 40 years ago.

1. True
2. False

27. Americans have always considered leisure an important part of their life.

1. True
2. False

28. The leisure activities of most people include both ACTIVE and PASSIVE activities.

1. True
2. False

29. One would NOT find Hospitality and Recreation businesses in a rural community.

1. True
2. False

30. Persons with limited income CANNOT participate in Hospitality and Recreation activities.

1. True
2. False

31-35 Directions: The following questions describe typical situations in Hospitality and Recreation businesses. For each question, choose the answer you think is best.

31. You are the waiter in a restaurant. It is near closing time and one of your customers is taking an exceptionally long time to determine what he would like to eat.

1. politely inform the customer it is near closing time and if he does not hurry up and determine what he wants to eat, you will not serve him.

2. stay at the customer's table as a way of letting him know you are anxious for him to hurry up

3. do not say anything to the customer, but if he does not decide shortly you will refuse to serve him

4. politely inform the customer that it is near closing time and the kitchen will stop serving shortly

32. You are giving a tour of a museum to a class of first grade students. Although there are several signs informing customers not to touch, one student keeps touching everything.

1. spank the student's hands
2. tell the student in private to stop touching the exhibits or you will put her out of the museum
3. remind the entire group not to touch the exhibits
4. ignore the student since she is the only one touching the exhibits

33. You are a cashier at a restaurant. One of the customers pays with a credit card. You should:

1. recite the amount of the bill and the amount of change given to the customer
2. place the amount of money given by the customer in the cash drawer
3. fill out a charge slip and sign it
4. fill out a charge slip and have the customer sign it

34. You are the cashier at a hotel. A customer has a total bill of $30.56, and pays with a fifty dollar bill. Amount of change he receives is:

1. $20.44
2. $19.44
3. $20.54
4. $19.54

35. You are an Activity Leader for a Recreation Department. Which of the following is NOT important when instructing participants on how to do an activity:

1. vocabulary
2. interests of audience
3. length of activity
4. age of participants

☑ Lodging
☐ Recreation
☐ Travel
☐ S.E.C.S.

EXHIBIT 5

TEST FOR SKILL-TRAINING CURRICULA

Instructions:

The purpose of this test is to help your teacher to determine what you know about career planning, and occupations involved in Hospitality and Recreation. The results of the test will NOT affect your grade in the class.

The test consists of multiple choice, and true and false questions. You are to read each answer, select the answer you think is MOST APPROPRIATE, and record the corresponding number on your answer sheet.

EXAMPLE:

Hospitality and Recreation business include all of the following EXCEPT:

1. Food and beverage services
2. Hotels
3. Museums
4. Supermarkets

Since "4" is the correct answer, you would darken that number on your answer sheet.

1-5 Directions:

Mark your answers on the answer sheet. If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

1. Most hotels and motels have restaurants either in or near the building.

   1. True
   2. False

2. A guest at a RESORT hotel expects a wider variety of services than a guest at a commercial hotel.

   1. True
   2. False

3. Hotels, as we know them today, are a relatively new phenomena in American society.

   1. True
   2. False

4. The only way a person can become the Manager of a Hotel is to obtain a college degree in Hotel and Restaurant Administration.

   1. True
   2. False

5. It is not uncommon for a hotel to be owned by an airline.

   1. True
   2. False

6-18 Directions:

Choose the answer you think is best. Mark the answer sheet 1, 2, 3, or 4 for each of the questions that follows:

6. Factors such as: television, bath, clean linen, comfortable bed, telephone service in the room, and courteous staff are things that:

   1. most consumers expect from a hotel/motel
   2. some consumers expect from a hotel/motel
   3. every hotel provides the consumer
   4. only very large hotels provide the consumer

7. Some employees at a hotel/motel work a "swing" shift, that is during the hours of:

   1. 7 am to 3 pm
   2. 12 am to 8 pm
   3. 3 pm to 11 pm
   4. 11 pm to 7 am

8. What percent of hotel/motel employees receive tips?

1. 10%
2. 15%
3. 20%
4. 25%

9. All of the following describe types of hotels or motels EXCEPT:

1. Commercial
2. Resort
3. Residential
4. Private

10. The largest union in the lodging industry is:

1. The Hotel and Restaurant Employees and Bartenders Union
2. Lodging Workers International
3. The International Hotel and Bartender Society
4. The Hotel Workers of America

11. The employees who work in "The Front of the House" include all the following EXCEPT:

1. reservations clerk
2. cashier
3. elevator operator
4. housekeeper

12. The employees who work in "The Back of the House" include all of the following EXCEPT:

1. engineer
2. doorperson
3. night auditor
4. houseman

13. Being able to manage and supervise other people would be a MOST important skill in which of the following Lodging occupations:

1. executive housekeeper
2. accountant
3. doorperson
4. room service clerk

14. Which of the following are common problems for the management of a hotel or motel:

1. guest who are intoxicated (drunk)
2. damage to hotel property
3. both of the above are problems
4. neither of the above are problems

15. Some large hotels and motels receive 90% of their earnings from:

1. conventions and business meetings
2. package plans and group rates
3. recreation and exercise facilities
4. tourist groups

16. The Lodging industry has been greatly influenced by:

1. recessions
2. depressions
3. technological advances
4. all of the above

17. The single technological advance which has MOST affected the Lodging business is:

1. railroad
2. automobile
3. airplane
4. computer

18. The Lodging industry is dependent on all of the following industries for its economic survival EXPECT:

1. Travel Services
2. Public Services
3. Food and Beverage Services
4. Entertainment Services

19-26 Directions:

If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

19. A maid in a hotel need not be concerned with interpersonal skills since the maid rarely comes into contact with the guest.

1. True
2. False

20. When cleaning a guest room, it is more important for the maid to be fast than for the maid to pay attention to every minor detail.

1. True
2. False

21. The front desk is called the "lifeline" of the hotel because of its considerable contact with guests, and since the hotel accounting system is centralized there.

1. True
2. False

22. The reservations rack indicates which rooms in the hotel are currently occupied.

1. True
2. False

23. In large hotels, the front office clerk is responsible for both "check-in" and "check-out" procedures.

1. True
2. False

24. All hotels, regardless of size, use a computer for identifying reservations.

1. True
2. False

25. Guests are charged different rates depending upon size and location of room.

1. True
2. False

26. In making reservations, the clerk notes if the guest is a VIP (Very Important Person).

1. True
2. False

27-35 Directions:

Choose the answer you think is best for each of the questions which follow:

27. Each of the following characteristics is needed to be a good housekeeper EXCEPT:

1. efficiency
2. pleasant personality
3. thoroughness
4. telephone skills
5. all of these skills are needed to be a good housekeeper

28. All of the following jobs are typically found in the Housekeeping Department EXCEPT:

1. maid
2. houseman
3. seamstress
4. inspector/inspectress
5. all of these jobs are typically found in Housekeeping Department

29. The person responsible for managing/supervising the Housekeeping Department in most hotels is called:

1. Inspector/Inspectress
2. Houseman
3. Executive Housekeeper
4. Front Office Supervisor
5. None of the above are titles for the manager/supervisor of the Housekeeping Department

30. When a guest enters the hotel, the front office clerk usually asks for the following information EXCEPT:

1. name and address
2. length of stay at hotel
3. method of payment
4. method of travel
5. all of the above is asked of a guest when entering the hotel

31. A GUARANTEED RESERVATION means:

1. the guest will pay the hotel for the room even if the guest does not stay at the hotel
2. hotel has reserved a room for the guest
3. hotel will pay the guest if sometning is wrong with the room.
4. none of the above describes a guaranteed reservation

32. In planning a convention, the guest and convention coordinator usually specify the following issues EXCEPT:

1. number of rooms to be occupied
2. location of rooms in the hotel
3. prices
4. special equipment to be used
5. all of the above are usually specified by guest and convention coordinator

33. The purpose of a "wake-up" call is:

1. to let guest know it is time to check out of hotel
2. to wake up Food and Beverage Department for breakfast
3. to wake up guests so the Housekeeping Department can clean room
4. none of the above describes a "wake-up" call

34. The following are typical "types" of rooms found in a hotel EXCEPT:

1. single
2. double
3. triple
4. suite
5. all of the above are typical types of rooms found in a hotel

35. In planning a convention, the convention coordinator MUST communicate the plans with:

1. Housekeeping Department
2. Front Office
3. Food and Beverage Department
4. All three departments
5. None of these departments

☐ Lodging
☐ Recreation
☑ Travel
☐ S.E.C.S.

EXHIBIT 6

TEST FOR SKILL-TRAINING CURRICULA

Instructions:

The purpose of this test is to help your teacher to determine what you know about career planning, and occupations involved in Hospitality and Recreation. The results of the test will NOT affect your grade in the class.

The test consists of multiple choice, and true and false questions. You are to read each answer, select the answer you think is MOST APPROPRIATE, and record the corresponding number on your answer sheet.

EXAMPLE:

Hospitality and Recreation business include all of the following EXCEPT:

1. Food and beverage services
2. Hotels
3. Museums
4. Supermarkets

Since "4" is the correct answer, you would darken that number on your answer sheet.

1-20 Directions

Mark your answer on the answer sheet. Choose the answer you think is best for each of the questions that follow.

1. The largest travel agency in the world is:

(1) Thomas Cook & Sons
(2) West Patterson & Sons
(3) Conrad Hilton & Sons
(4) John Mason & Sons

2. The travel industry works very closely with all of the following industries EXCEPT:

(1) Transportation
(2) Lodging
(3) Food and Beverage
(4) Public Service

3. Travel agents earn money through commission from all of the following businesses EXCEPT:

(1) airlines
(2) car rental agencies
(3) bus lines
(4) restaurants

4. The customer or client pays the travel agent:

(1) for making transportation arrangements
(2) for selecting and arranging hotel accommodations
(3) for long distance calls incurred by travel agent in making arrangements for client
(4) for making car rental arrangements

5. The largest association of travel agents is:

(1) American Society of Travel Agents
(2) Association of World Travel Agents
(3) International Society of Travel Agents
(4) Association of European and American Travel Agents

6. If travel arrangements made by the travel agent include a car rental, the airline's commission to the travel agent is:

(1) the same since this does not affect the air travel
(2) less since the travel agent will receive a commission from the car rental agency
(3) more since it encourages the client to travel

7. A tour is made up of the following components EXCEPT:

(1) transportation
(2) hotel accommodations
(3) sightseeing
(4) health services

8. A DIRECT flight means:

(1) the airplane only stops once between departure (place it leaves from) and destination (place it lands)
(2) the airplane does not stop at all--that is, it is nonstop
(3) the passenger does not have to change airplanes between departure and destination points
(4) the passenger only has to change airplanes once between departure and destination points

9. Two passengers departing from the same place, and arriving in the same place may pay different rates (costs) for any of the following reasons EXCEPT:

(1) they fly on different airlines although both flights are nonstop
(2) their routing (which cities they fly to prior to arriving at final destination) is different
(3) one eats on the airplane, and the other chooses not to eat on the airplane at the departing airport
(4) one passenger flies first class, the other flies coach

10. In order to establish one's own travel agency, all of the following requirements need to be met EXCEPT:

(1) licensing by Air Traffic Conference
(2) agency must be established in a convenient location
(3) agency must have at least five full-time employees
(4) manager or another employee must have one year's experience in airline ticketing or reservations

11. Travel agencies are primarily governed by:

(1) Civil Aeronautics Board (CAB)
(2) Federal Aviation Agency (FAA)
(3) Air Transport Association (ATA)
(4) American Society of Travel Agents (ASTA)

12. Travel agencies differ in all of the following characteristics EXCEPT:

(1) size of operation
(2) type of clients agency works with
(3) type of airlines agency works with
(4) reputation

13. Restrictions in group inclusive tours may include all of the following EXCEPT:

(1) maximum cost requirements
(2) only certain city pairs at certain times
(3) minimum and maximum stay requirements
(4) the group must travel the round trip together

14-17 Directions

The following questions address information needed by a travel agent in making airplane reservations for the client. Choose the answer you think best: 1, 2, 3 or 4 for each item.

14. The notation "Y" refers to:

(1) first class service
(2) hotel information
(3) coach service
(4) type of airplane

15. "UA" refers to:

(1) location of airport
(2) name of airline
(3) customer's initials
(4) name of hotel

16. "D" refers to:

(1) type of airplane
(2) name of pilot
(3) type of meal served
(4) city of arrival

17. "D/S" refers to:

(1) different classes of travel
(2) different types of meals for different classes of travel
(3) different destination points for different classes of travel
(4) different airports for different classes of travel

18-22 Directions

Listed below in Column B are five resource guides commonly used by travel agents. Each guide specializes in specific information which the travel agent needs in order to provide information to the client.

For each information item listed in Column A, write the number of the Travel Manual which should be used.

Column A		Column B	
18.	Cost of limousine from airport to downtown	(1)	C. C. Squire's Tarriff
19.	Most accurate information on airfares (cost)	(2)	Travel Trade Personnel Sales Guide
20.	Location of nearest airport Mayo Medical Center	(3)	Office Travel Planner and Hotel/Motel Guide
21.	List of sightseeing companies in Nashville, Tenn.	(4)	Consolidated Air Tour Manual
22.	Cost of Disneyland Tour	(5)	Official Steamship Guide

23-29 Directions

In order to determine information about airline flights, travel agents use the Official Airlines Guide (OAG). The OAG contains information on departure and arrival times,cost of fare, class of service, meals served, airline flight number, number of stops on a flight, and type of aircraft used on a flight.

Table 1 is a representation of the OAG listing IDRECT FLIGHTS to Chicago, Ill. from Denver, Colo. Please study the listing and answer the questions that follow.

TABLE 1
OAG Sample Listing

To: Chicago, Ill.
From: Denver, Colo.

F	107.41	8.59	116.00	232.00
S	76.85	6.15	83.00	166.00
Y	76.85	6.15	83.00	166.00

	11:15a	2:23p	0	TW	290	F/Y/K	727	L	0
	11:50a	2:58p	0	UA	280	F/Y/K	D8S	L	0
	12:15	4:30p	0	OZ	986	S	D9S	L	Z
6	12:45p	3:58p	0	UA	870	F/Y/K	737	L	0
X2	1:45p	4:58p	0	CO	914	F/Y/K	D10	S	03
2	2:30p	5:43p	0	TW	422	F/Y/K	707		0
1	3:45p	7:00p	0	UA	492	F/Y/K	D10	D	0

23. What type of meal do passengers on flight CO 914 receive?

(1) snack
(2) breakfast
(3) lunch
(4) supper

24. Flight No. TW 422 arrives in Chicago at:

(1) 2:30 p
(2) 3:45 p
(3) 5:43 p
(4) 7:07 p

25. Flight Number UA 280 leaves Denver at:

(1) 2:58 p
(2) 1:45 p
(3) 11:14 a
(4) 11:50 a

26. The flight number of the flight which flies on Monday only is:

(1) UA 492
(2) UA 870
(3) CO 914
(4) TW 422

27. The flight number of the flight with the most stops:

(1) TW 422
(2) OZ 986
(3) SD9S
(4) CO 914

28. The total price for one-way coach service is:

(1) 61.11
(2) 83.00
(3) 76.85
(4) 66.00

29. What is the cost of a round trip ticket from Denver to Chicago for first class service?

(1) 166.00
(2) 75.00
(3) 116.00
(4) 232.00

30-35 Directions:

Table 2 is a representation of the OAG listing CONNECTING FLIGHTS, (e.g. flights which involve changing airplanes at one airport in order to reach the destination point) to Minneapolis/St. Paul, Minn. from Dallas/Ft. Worth, Texas

Please study the listing and answer the questions that follow.

TABLE 2
OAG SAMPLE LISTING

To: Minneapolis/St. Paul, Minn.
From: Texas, Dallas/Ft. Worth

Connections:

A	126.86	10.15	137.01	
B	103.70	8.30	112.00	F
C	100.00	8.00	108.00	F
D	75.93	6.07	82.00	Y
E	74.07	5.93	80.00	Y

XF	12:55a	D	8:05a	M	BN	230	F/Y	F2S		3
(BE)	5:42	ORD	7:00a		NW	115	F/Y	727	B	0
	12:55a	D	9:00a	M	BN	230	F/Y	72S		2
(BE)	3:49a	MCI	7:01a		BN	336	F/Y	72S	S	1
	8:37a	D	2:08p		OZ	900	S	DTS	B	1
(AD)	11:30a	MKE	1:10p		NW	537	F/Y	72S		1
	9:20a	D	1:52p	M	BN	34	F/Y	727	B	0
(BE)	11:20a	ORD	12:10p		NW	125	F/Y	D10	S	0
X6	1:20p	D	5:15p	M	BN	32	F/Y	727	L	0
(BE)	3:20p	ORD	4:05p		NW	707	F/Y	72S		0

30. What meal is served on flight BN 336?

(1) supper
(2) lunch
(3) snack
(4) no meal served

31. What time does flight NW 537 leave Milwaukee?

(1) 8:37 am
(2) 2:08 pm
(3) 1:10 pm
(4) 11:30 am

32. How many stops does flight BN 230 make prior to arriving in Chicago?

(1) 3
(2) 2
(3) 1
(4) 0

33. What time does flight NW 125 arrive in Minneapolis/St. Paul?

(1) 9:20 am
(2) 1:52 pm
(3) 11:20 am
(4) 12:40 pm

34. What time does flight BN 230 arrive in Kansas City, Missouri?

(1) 5:42 am
(2) 3:49 am
(3) 7:00 am
(4) 7:10 am

35. If a passenger leaves on flight BN 230 and is flying first class, what is the cost?

(1) $100.00
(2) 82.00
(3) 126.86
(4) 112.00

☐ Lodging
☑ Recreation
☐ Travel
☐ S.E.C.S.

ATTACHMENT D

TEST FOR SKILL-TRAINING CURRICULA

Instructions:

The purpose of this test is to help your teacher to determine what you know about career planning, and occupations involved in Hospitality and Recreation. The results of the test will NOT affect your grade in the class.

The test consists of multiple choice, and true and false questions. You are to read each answer, select the answer you think is MOST APPROPRIATE, and record the corresponding number on your answer sheet.

EXAMPLE:

Hospitality and Recreation business include all of the following EXCEPT:

1. Food and beverage services
2. Hotels
3. Museums
4. Supermarkets

Since "4" is the correct answer, you would darken that number on your answer sheet.

RECREATION

1-7 Directions: Mark your answer on the answer sheet. Choose the answer you think is best.

1. Recreation persons work in which of the following businesses:

   1. resorts
   2. hospitals
   3. restaurants
   4. government organizations
   5. all of the above

2. Which of the following organizations provide recreational services:

   1. local government
   2. YWCA
   3. ski resort
   4. skating rink
   5. all of the above

3. A typical semi-private recreational facility is:

   1. skating rink
   2. yacht club
   3. YMCA
   4. bowling alley
   5. none of the above

4. The typical consumer of recreation activities is:

   1. elderly persons
   2. children between the ages of 10-15
   3. children under 10 years of age
   4. young adults between ages of 20-25
   5. all of the above

5. The community recreation department is usually run by:

   1. the school board
   2. local government
   3. private business
   4. parents
   5. none of the above

6. Good communications skills include all of the following characteristics EXCEPT:

   1. listening
   2. facial expressions
   3. speaking clearly and distinctly
   4. good appearance

7. The MOST important consideration in planning a recreation program is:

1. the age of participants
2. interest of participants
3. weather conditions
4. all of the above are equally important

8-12 Directions: If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

8. It is always preferable for a recreation leader to be democratic when working with participants.

1. True
2. False

9. Groups cannot function well without a designated leader.

1. True
2. False

10. The major purpose of recreation is to satisfy the participants' physical needs.

1. True
2. False

11. A recreation employee's chief responsibility is to the participants.

1. True
2. False

12. A college program in Recreation is preferable for persons desiring employment in this field.

1. True
2. False

13 - 17 Directions: Listed below are the three major types of leadership styles. For each situation below, indicate the style which you think is the MOST appropriate.

1. Autocratic--stresses discipline; makes decisions without input of group
2. Democratic--helps group to arrive at decisions and determine its own purposes
3. Laissez Faire--gives complete freedom to group in solution of its problems

13. The recreation leader wants to encourage creativity in the participants.

14. There is a fire in the building, the recreation leader wants to get the participants out as quickly as possible.

15. The recreation leader's main goal is for participants to develop a feeling towards the group.

16. The group leader has informed the participants that they must bring in permission slips prior to taking a field trip. One participant forgets to bring in the slip.

17. The recreation leader is about to begin swimming lessons. The participants are being disorderly.

18-23 Directions: For the following questions, you should assume the role of a recreation leader who is planning a family day for Labor Day.
If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

18. The program would have activities for adults as well as children.

1. True
2. False

19. The program would have only physical activities.

1. True
2. False

20. The program would have activities in which adults and children could participate in together.

1. True
2. False

21. Between the hours of 1 p.m. and 3 p.m., the program would have activities that do not require much physical activity.

1. True
2. False

22. The program would have a mixture of games, sports, and arts and crafts.

1. True
2. False

23. You would discourage parents from coming to the planned program.

1. True
2. False

24 - 31 Directions: Choose the answer you think is best for each of the following questions.

24. The most appropriate definition of a PERFORMING ART is:

1. activity which results in a tangible product
2. participant uses himself as a medium of expression
3. performing an outdoor recreation activity
4. none of the above

25. Possible objectives of an arts and crafts program are all of the following EXCEPT:

1. discovery of self
2. appreciation of good work
3. development of original thinking
4. physical development

26. Skills required for working in a THERAPEUTIC recreation program include all of the following EXCEPT:

1. ability to adapt activities to individual participant
2. knowledge of participants on medication
3. knowledge that most participants will not be able to participate in most recreational activities
4. ability to supervise an individual at a time

27. A specialist in therapeutic recreation would typically work at a:

1. movie house
2. dance hall
3. bowling alley
4. home for senior citizens

28. In planning a recreation program, the leader would be concerned with all of the following EXCEPT:

1. equipment needed
2. money available
3. publicity
4. vocabulary

29. All of the following are recreational activities EXCEPT:

1. chess
2. square dancing
3. gin rummy
4. speed writing

30. An applied arts activity includes all the following EXCEPT:

1. modern dancing
2. comedy skit
3. macrame
4. horseback riding

31. In recreation, the 4 P's refers to:

1. pens; pencils; paper; program
2. plan; prepare; proceed; perform
3. plays; poetry; paper and pencil games; people games
4. philosophy; principles; policies; procedures
5. none of the above

32 - 35 Directions: For each activity or game listed below, identify the most likely age group to participate in that activity or game.

32. Frisbee

1. persons under 6 years of age
2. persons between ages of 20 and 30
3. persons over 60 years of age

33. Marbles

1. persons under 6 years of age
2. persons between ages of 7 and 10
3. persons between ages of 20 and 50
4. persons over 60 years of age

34. Red Rover

1. persons under 12
2. persons between ages of 14 and 18
3. persons between ages of 25 and 40
4. persons over 60 years of age

35. Guessing Games

1. persons between ages of 6 and 10
2. persons between ages of 30 and 50
3. persons over 60 years of age

☐ Lodging
☑ Recreation
☐ Travel
☐ S.E.C.S.

EXHIBIT 7

TEST FOR SKILL-TRAINING CURRICULA

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   2. yacht club
   3. YMCA
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   1. elderly persons
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   3. children under 10 years of age
   4. young adults between ages of 20-25
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   2. local government
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1. the age of participants
2. interest of participants
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8-12 Directions: If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

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2. False

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2. False

19. The program would have only physical activities.

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2. False

20. The program would have activities in which adults and children could participate in together.

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4. persons over 60 years of age

34. Red Rover

1. persons under 12
2. persons between ages of 14 and 18
3. persons between ages of 25 and 40
4. persons over 60 years of age

35. Guessing Games

1. persons between ages of 6 and 10
2. persons between ages of 30 and 50
3. persons over 60 years of age

☐ Lodging
☐ Recreation
☐ Travel
☑ S.E.C.S.

EXHIBIT 8

TEST FOR SKILL-TRAINING CURRICULA

Instructions:

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EXAMPLE:

Hospitality and Recreation business include all of the following EXCEPT:

1. Food and beverage services
2. Hotels
3. Museums
4. Supermarkets

Since "4" is the correct answer, you would darken that number on your answer sheet.

SPORTS: ENTERTAINMENT; CULTURAL SERVICES

1-10 Directions: Mark your answer on the answer sheet. If you think the answer is True, Mark 1. If you think the answer is False, Mark 2.

1. Professional sports teams are privately owned, usually by business persons or corporations.

   1. True
   2. False

2. For the most part, an athlete has complete control over his/her own schedule, including the team the athlete plays for:

   1. True
   2. False

3. For the most part, the career for a professional athlete is a life-time endeavor.

   1. True
   2. False

4. Frequently, the managers and owners of amusement parks are part of a family business.

   1. True
   2. False

5. Most movie theaters are part of a chain -- that is, several movie houses are owned by the same person or company.

   1. True
   2. False

6. Attendance at amusement parks, and movie theaters decreases during an economic recession.

   1. True
   2. False

7. A recent trend is "museums on wheels", similar to bookmobiles.

   1. True
   2. False

8. The average visitors to a museum are children between the ages of 10-15.

   1. True
   2. False

9. Many of the people who work at museums are volunteers.

1. True
2. False

10. Employees of movie houses, museums, and sports arenas typically work the same hours and days as most persons in the work force.

1. True
2. False

11-16 Directions: Choose the answer you think is best.

11. The word "fan" as in sports fan comes from the word:

1. fantastic
2. fancier
3. fanfare
4. fanatic

12. Professional sports includes all the following EXCEPT:

1. Lacrosse
2. Baseball
3. Track and Field
4. All of the above

13. Which of the following describes the major difference between the amateur athlete and a professional athlete:

1. only the professional athlete appears on television
2. the amateur athlete is not paid for his/her performance
3. only the professional athlete has "fans".
4. the amateur athlete does not have a coach

14. A HISTORICAL SITE refers to:

1. library that specializes in history books
2. any museum that specializes in historical sculptures
3. a place which re-creates the atmosphere of a period in history
4. a movie house which shows newsreels from the past

15. The amusement park industry has changed over recent years in that:

1. during economic recessions, fewer people attend amusement parks
2. many amusement parks are moving away from simply providing a series of rides, to create themes and atmosphere
3. fewer amusement parks provide food and beverage services
4. amusement parks no longer offer the ferris wheel and merry-go-round

16-18 Directions: Many Sports: Entertainment: Cultural Services businesses involve ticketing systems. There are many reasons why a business might use a ticketing system. Below are 2 reasons for using a ticketing system:

1. to identify who has paid
2. to assist in seating customers

Below are descriptions of different types of ticketing systems frequently used by these businesses. For each ticketing system described, choose the most appropriate reason (from the two listed above) for using that type of ticket.

16. Tickets which are numbered from 1 to N (e.g., 1-1,000).

1. to identify who has paid
2. to assist in seating customers

17. Tickets which are color coded -- e.g., some of the tickets are blue, others red, others green.

1. to identify who has paid
2. to assist in seating customers

18. Tickets which have a combination of alphabetical and numberical codes.

1. to identify who has paid
2. to assist in seating customers

19. Businesses use ticketing systems for all of the following reasons EXCEPT:

1. to control the size of the audience
2. to determine the popularity of the event
3. to notify the customer in case of emergency
4. to assist the company's recordkeeping

20-25 Directions: Listed below are five occupations found in these fields. For each occupation, identify the MOST appropriate task, responsibility or duty of occupation.

20. TOUR GUIDE

1. Set up exhibits
2. Explain exhibits
3. Maintain (e.g., clean) exhibits
4. Sell refreshments

21. RIDE ATTENDANT

1. Explain rides to customers
2. Sell tickets for rides
3. Operate ride
4. Entertain customers

22. USHER in movie house

1. Sell refreshments
2. Entertain customers
3. Operate equipment
4. Seat customer

23. CASHIER

1. Sell tickets
2. Collect tickets
3. Maintain records on tickets
4. Design tickets

24. COACH

1. Guide and direct athletes
2. Trade athletes
3. Negotiate salaries for athletes
4. Develop rules and regulations for athletes

25. CURATOR

1. Select and preserve exhibits
2. Collect and compile cash
3. Develop cures
4. Interprets exhibits to visitors

26-29 Directions: Another important set of skills required for many occupations involved in Sports: Entertainment: Cultural Services is MONEY MANAGEMENT skills.

For each question below, choose the answer you think is best.

26. The assistant manager of a movie house deposits all cash collected that day in the bank. At that time, the assistant manager fills out a deposit slip. All of the following items would be found on a DEPOSIT SLIP EXCEPT:

1. date
2. total amount of money deposited
3. amount deposited in cash
4. name of person who deposited the money

27. At the end of each day, a cashier for a night club totals the money taken in that evening. If the cashier determines there is an overage, it means:

1. customers stay over the time indicated for closing time
2. more customers arrived that evening than expected
3. there is more money in the cash register than the cashier can account for
4. there is more money accounted for by the cashier than there is in the cash register

28. Resorts frequently allow the customer to pay through credit cards, as well as by cash. Typically, the information on the credit card slip would include all of the following EXCEPT:

1. name of customer at resort
2. credit card number of customer at resort
3. description of purchase at resort
4. the length of stay at resort

29. Many of these businesses handle large amounts of cash each day. Frequently, the manager has "cash pick-ups" several times during one day. The manager does this to:

1. avoid having to count a lot of money at the end of the week
2. reduce the likelihood of theft
3. visit the employees often during the day
4. see how business is going during the day

Module_____

Teacher_____

Date of Test_____

SKILL-TRAINING PRE-TEST SCORE SUMMARY SHEET

DIRECTIONS TO THE TEACHER: Please complete the following chart for the class. In the column on the left, fill in the student code numbers. Next to each code number record the NUMBER of correct responses.

"CLASS"

STUDENT CODE NUMBER	NO. CORRECT RESPONSES
Example: 00471	22

Module _____

EXHIBIT 9

Teacher _____

Date of Test _____

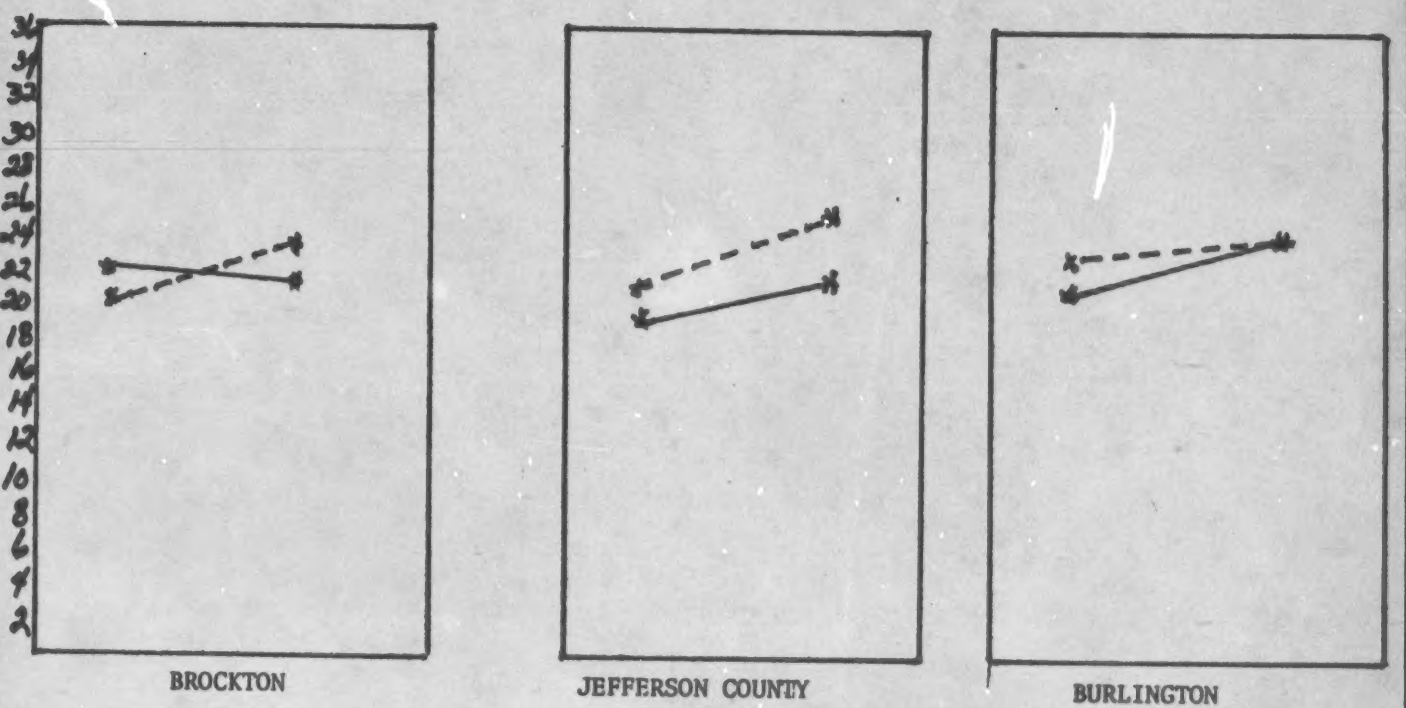
SKILL-TRAINING PRE-TEST SCORE SUMMARY SHEET

DIRECTIONS TO THE TEACHER: Please complete the following chart for the class. In the column on the left, fill in the student code numbers. Next to each code number record the NUMBER of correct responses.

"CLASS"

STUDENT CODE NUMBER	NO. CORRECT RESPONSES
Example: 00471	22

EXHIBIT 10


BROCKTON
JEFFERSON COUNTY
BURLINGTON
CONTROL
EXPERIMENTAL

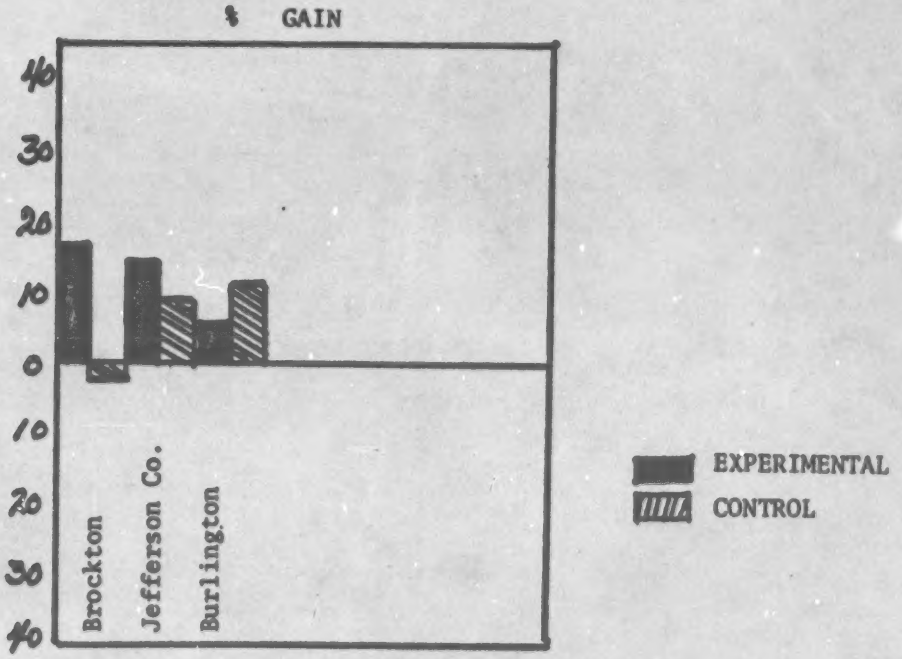

% GAIN
40
30
20
10
0
10
20
30
40
Brockton
Jefferson Co.
Burlington
EXPERIMENTAL
CONTROL

EXHIBIT 11

EXPLORATION

	PRE	POST	GAIN	% GAIN
BROCKTON				
Control	22	21.4	-.6	-2.7%
Experiment	20.7	23.1	+3.6	-17 %
JEFFERSON COUNTY				
Control	19.5	21.2	+1.7	+8.7%
Experiment	21.5	24.8	+3.3	+14.9%
BURLINGTON				
Control	21.9	24.6	+2.7	+12.3%
Experiment	23.1	24.6	+1.3	+5.6%

OCCUPATIONAL PREPARATION

	PRE	POST	GAIN	% GAIN
LODGING				
Birmingham	14.6	19.9	+5.3	36.3%
Jefferson County	21	25.4	+4.4	20.9%
TRAVEL				
Birmingham	9.4	16.7	+7.3	77.6%
Jefferson County	14.1	25.7	+11.6	82.3%
RECREATION				
Rockland	19.4	25.7	+6.1	31.1%
Jefferson	24	26.9	+2.9	20.1%
SPORTS, ENTERTAINMENT AND CULTURAL SERVICES		(No post-test data available.)		

EXHIBIT 12

TEACHER _____

EXPERIMENTAL ☐

CONTROL ☐

H&R FIELD-TEST

DEMOGRAPHIC DATA

The following information should be obtained for each student involved in the experimental group and each student in the control group. (Control groups are used only for the Exploration field-test).

Student by Code No.	Grade Level	Age	Sex	Reading Level			Prior Academic Average
				Score	Date	Test	

A-51

EXHIBIT 13

WORK EXPERIENCE INFORMATION

Teacher's Name _____

Student No. _____

1. Have you ever held a job either for the summer, evenings, after school, or some other time?

   _____ Yes _____ No

2. Approximately how many jobs have you held?

   _____ Only 1

   _____ More than 1, but less than 5

   _____ 5 or more

3. Given the job title of each job you have held:

   _____

   _____

   _____

   _____

4. Check below if any of the jobs you have held have been in the following types of places:

   _____ Restaurants

   _____ Amusement Parks or Circus

   _____ Musuems

   _____ Hotels or Motels

   _____ Recreation Department

   _____ Store (indicate what type of store): _____

   _____ Other: Specify: _____

   _____ Zoo or Aquarium

   _____ Movie House, or Theater

   _____ Travel Agency

   _____ Library

5. Indicate Mother's Occupation _____

6. Indicate Father's Occupation _____

Student's Name _____